

Teddies Nurseries Limited

Inspection report for early years provision

Unique reference number	115322
Inspection date	19/05/2011
Inspector	Justine George

Setting address	24 Brampton Road, Bexleyheath, Kent, DA7 4HD
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Teddies Nursery, Bexleyheath is one of a chain of nurseries owned by Bright Horizons Family Solutions. There has been a day nursery on the site since 1980, although it has been owned by Bright Horizons since 2009. The nursery is located in a large detached house in a residential area of Bexleyheath. There are four units: Teddies Baby Care, Teddies Little Learners and Teddies Little Learners Superstars, which are located on the ground floor. Teddies Learning Centre is located on the first floor. All the children share access to a large, secure outdoor area, part of which is for the exclusive use of the under two year olds. There is a car park to the front of the property.

The nursery is open each weekday from 7:30am to 6:30pm, for 52 weeks of the year, except for Bank Holidays. Full and part-time care is offered for up to 92 children aged from three months to under six years. There are currently 213 children on roll with 69 funded children who are drawn from a wide catchment area. There are a total of 48 staff at the nursery including bank staff and domestic staff. A high majority of the staff working directly with children hold appropriate childcare qualifications. The nursery currently supports several children with special educational needs and/or disabilities and several who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers a wonderful foundation for children's learning in addition to family life. Children's needs and interests are exceptionally well met which results in a wonderful and rich learning environment. Staff are very knowledgeable of the Early Years Foundation Stage framework and each child's needs, thus children are challenged and extremely motivated. The partnership with parents/ carers and other practitioners involved in children's care is outstanding, which truly promotes continuity and consistency of care. The setting is very committed towards driving improvement whereby excellent plans are in place to further improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve further the cleanliness of the setting, for example cleaning mats and under cupboards and ensure regular checks throughout the day maintain hygiene in the milk kitchen and bathroom areas
- agree to codes of behaviour with children at tidy up time to ensure they

work together harmoniously and are supported when such change occurs in the routine.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of very high regard. Robust recruitment, vetting and induction procedures ensure that children are cared for by suitable adults. Children receive high quality care as all staff have excellent knowledge of the setting's policies and procedures. All of the required documentation is in place and maintained to a high standard which is adhered to consistently. Deployment of resources is excellent as staff have regular opportunities to update their training and further their qualifications, making full use of available opportunities. As a result, a knowledgeable staff team provide an excellent service which reflects current practice and ensures the needs of children and families are well met. The setting is safe and secure and vigilant staff reduce the risk of accidents. In the event of any accidents, children are well cared for as many staff have kept their first aid training up-to-date and parents are informed of their wellbeing. Most of the staff team have recently up-dated their safeguarding knowledge and they show competency in handling any child protection concerns. As a result, vulnerable children are well protected.

The enthusiasm of staff and the leadership team is commendable. They embrace the culture of self-reflection and evaluation which takes the setting from strength to strength. They have set up parent and child representative groups to ensure all those involved in using the setting contribute in the delivery of the service. As a result, there have been changes to menu plans, the implementation of the Forest school initiative enables children to make use of the limited green spaces in inner city areas, and there have been improvements in supporting both children and families in room transitions. The setting effectively promotes equality and diversity well which permeates throughout practice. Excellent partnerships have developed with parents, various agencies and the local borough and this has a positive impact on children, therefore the systems in place contribute towards narrowing the achievement gap for children with additional needs. Staff work incredibly hard to find out as much as possible about family life and culture and this is reflected in the setting through the celebration of many events and sharing family life experiences. For example, the celebration of cultural events reflects the family and staff who use the setting and a truly admirable feature is how staff challenge and embrace diversity, encouraging the use of children's home languages in addition to developing spoken English. The setting has some wonderful resources including a tool which helps them to translate widely used phrases in various languages. Plans are also in place to continue to develop the range of resources to reflect diversity.

The quality and standards of the early years provision and outcomes for children

An evident and truly wonderful feature of this setting is how well staff pursue children's interests. Through excellent observation, staff plan experiences that stem from children's needs and interests. The observations lead to fabulous planning and execution of activities that truly motivate children's learning. This encourages children to experiment, explore and embrace learning, developing their skills for the future. Staff are very aware of the importance of developing children's personal, social and emotional development, whereby all children benefit from the caring relationships from warm staff. Excellent links with home ensure the security of young children. They have special comforters of soothers, blankets and teddies. In addition, staff have made books and displays so children can look at photos of family members throughout the day. Young children enjoy time in the garden where they explore many natural elements of sand, wood chip, large stones and touching delicate flowers to find hidden objects. Recent celebration of the royal wedding has lead to discussion about relationships. Children have made an individual family tree, drawing pictures of their cousins, siblings and those who they often see which have been tied to twigs. A post office role play area has been set up following on from a parent sharing her experience of working for a delivery company.

Children are making great progress in their learning and development. Articulate children talk about experiences confidently and they show excellent skills in literacy where many opportunities are provided for them to practice such skills. Children are competent on the computer and independently manage simple games. The environment is very enabling as children are able to access provisions which allows them to develop their own play ideas and creations, allowing them to truly flourish with their ideas. Children make a very positive contribution within the setting and local community. Children are actively involved in recycling which has stemmed from a visit from the local council and they have developed strong links with the nearby residential home. As a result, children become active members of the community, promoting a sense of belonging. Children are well behaved and are developing respectful attitudes. Children use their good manners and negotiate with each other over the use of resources. In the event of any conflict, children resolve issues with minimal support from adults. Children are involved in a great range of experiences which minimises any unwanted behaviour. Although, at tidy-up time, noise levels become high and some children loose focus and become boisterous.

Staff have very high and realistic expectations of children, recognising children's independent capabilities. Children help themselves to drinks throughout the day to ensure they are well hydrated. During snack and meal times, children wash their hands and count out plates and cutlery. They serve themselves food from the range of balanced and healthy meals provided. In the main, the premises are clean and hygienic. However, some areas are not as well maintained. Active lifestyles are well promoted and children have daily use of the garden which is set out with a range of equipment to develop children's fine and large motor skills. Children also have time for rest in quiet surroundings with clean bedding. As a result, children

are well rested.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met